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INVESTING IN EDUCATION

STATE BOARD OF EDUCATION OF OHIO • ANNUAL REPORT

1983

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LETTER OF TRANSMITTAL

Investing in the Future

Educating and training Ohio's young people are an investment the citizens of Ohio have made for the state's and the nation's future. Although national reports have depicted the educational system as weak and in need of reform, Ohio has been working on major changes to move its schools toward excellence.

New minimum standards were adopted for elementary and secondary schools which raise graduation requirements, mandate competency based education including testing, provide options for students in course selection and other activities, and encourage the inclusion of computer literacy in the middle years. These standards raise expectations of students and promote local control in major decisions.

Ohio high schools and colleges continue to implement the recommendations of the Articulation Commission by communicating the new admissions criteria for higher education. Students are making important decisions about course selection, and there has been an increase in the number of students taking advanced mathematics and foreign language. Higher expectations are being met.

There are many program studies underway which will provide important information to the State Board for future deliberation. Included for study are vocational programs, gifted standards, teacher and administrator standards, and adult education. New challenges also will be forthcoming as the Ohio Commission on Educational Excellence completes its study and makes recommendations.

Clearly, the future of our communities, our state, and our nation depends on the ability of our schools to prepare our young people to live in the world of tomorrow by providing a quality education today. To do so requires the pursuit of the twin goals of academic excellence and educational equity. In Ohio, these goals have been and will continue to be the primary focuses of our education system.

Richard C. Glowacki
President
State Board of Education

Franklin B. Walter
Superintendent of
Public Instruction

MAJOR ACCOMPLISHMENTS

Commission on Educational Excellence Appointed

The Ohio Commission on Educational Excellence was appointed by Franklin B. Walter in the fall of 1982. Composed of educators and representatives of business, labor, agriculture, and civic organizations from across the state, the Commission was charged with the responsibility of looking at education in Ohio now and for the future. Seven questions were asked of the Commission:

- What will be the impact of technology on teaching and learning?
- What type of delivery system will meet the educational needs of the future?
- How can educators best equip themselves to function in a world of anticipated rapid change?
- What should be the outcome of learning?
- How can educational equality best be assured?
- How can educational professionals best be prepared?
- How can schools become more fiscally and programmatically accountable?

The Commission held hearings across Ohio, reviewed background information and divided into study groups.

Publication on Ohio Initiatives Developed

In the wake of national reports which recommended reform in American education, Ohio produced "Education for Ohioans: Moving Toward Excellence." This document discussed Ohio education initiatives which were underway before the national movement began.

Included in the publication were reports on college preparatory and vocational education studies and recommendations, instructional and administrative uses of computers, individual learner productivity, strengthening teacher education, and school improvement programs. The publication reflected the progressive commitment to excellence for all Ohioans which is apparent in Ohio's educational programs.

Vocational Education Studied

Two groups were appointed to study vocational education.

To assure the efficient delivery of vocational and technical programs in Ohio, the Joint Commission on Vocational and Technical Education was empaneled by the Ohio Board of Regents and the State Board of Education. This commission was charged with the responsibility of investigating and reporting on the relationship between vocational and technical education systems. Topics considered by the joint commission included clarification of responsibilities, efficient delivery systems, program effectiveness, duplication of services, mechanisms for coordination of services and sharing of facilities, and distribution of funding.

It is toward the challenge of remaining adaptable to economic changes that the Ohio Department of Education's Blue Ribbon Study Committee on Secondary Vocational Education Programs is directing its efforts.

The purpose of the 27-member blue ribbon study committee is to reassess the role and the delivery of vocational education in Ohio's public schools. Specific objectives which will guide committee activities will relate to mission; scheduling options; educational, occupational and employability components; teacher competence and instructional resource requirements; and state funding patterns and options.

Instructional Uses of Computers Studied

Ohio's new standards encourage schools to provide students in grades seven and eight with instruction in computers. To do so effectively requires that school personnel be provided with appropriate resources that will encourage optimal use of the computer.

In the summer of 1982 the United States Secretary of Education determined that half of the discretionary block grant funds would be used to develop a national network on instruction and technology. Ohio submitted a state plan and was accepted to become a part of Project BEST (Basic Education Skills through Technology). Ohio's plan specified several activities that have been or will be undertaken to assist school district personnel to provide computer assisted instruction including:

- A guidebook for planning local computer programs
- Continuation of the annual computer fair
- Development of a department technology center
- A directory of technology resource people in Ohio

Implementation of Articulation Commission Recommendations Continued

The recommendations of the Articulation Commission continue to be implemented. Nine of the 12 state-assisted universities have board of trustees approval of criteria for unconditional admissions.

The curriculum recommendation was further strengthened by the adoption of new minimum standards for

elementary and secondary education. Secondary schools must offer all of the courses needed for students to enter college unconditionally. The requirement of courses of study in all subjects provides the opportunity for inclusion of the task force recommendations in curriculum design.

The recommendations related to communication are being implemented through several activities. A brochure for counselors giving them information about the college preparatory program and an update of college requirements for unconditional admissions has been disseminated for use in guiding students through course selection.

A parent brochure has been prepared for dissemination. Its purpose is to explain the college preparatory program and to give parents information on helping their children study and make good decisions about preparing for the future.

SCHOOL FUNDING

Funding public education continues to be a major challenge for the General Assembly and for the school districts of the state. The equal yield formula, introduced by the General Assembly and made effective in the 1975-76 school year, provides an equal sum of money (local and state funds combined) on a per pupil per mill basis for each qualifying school district. In 1979 the 100% phase-in of the equal yield formula became a reality with the enactment of Amended Substitute House Bill 191 and Amended Senate Bill 493, in comparison with 17% phase-in in fiscal year 1976, 26% phase-in in fiscal year 1977, and 46% phase-in in fiscal year 1978. Under the equal yield concept, school districts, in 1978-79, were guaranteed $48 per pupil per mill for the first 20 mills assessed for current operating expenses and $42 per pupil per mill for rates above 20 but below 30 mills.

Subsequently, the 113th General Assembly passed legislation for the 1980-81 biennium which raised the guarantee on the first 20 mills to $65 per pupil per mill.

The enactment of Amended Substitute House Bill 694 (1982-83 biennium budget bill) brought several major changes in the method and level of funding schools. The equal yield formula was replaced with a simplified foundation formula. This provided schools with a common level of state and local funds at 20 mills local effort. In 1983, the $1,680 per pupil marked a major step forward in providing an adequate funding level for schools. For 1984, the level was $1,835 per pupil raised to $1,943 per pupil in 1985. The cost of doing business factor, recommended by the State Board and initially implemented in the 1983 budget, was retained. This factor adjusts the foundation level by county of location of the school district in order to account for cost differentials across the state. The foundation levels in Amended Substitute House Bill 291 provide a strong basis to ensure that school districts throughout the state can have adequate funds for a quality general education program.

This increased state support helps school districts meet the pressures of inflation and the escalating costs of educating Ohio's nearly two million students. Because funding for schools is a shared responsibility between the state and local communities, school districts will continue to need the support of the local citizenry to provide the necessary financial structure to meet the pressing needs of educating youngsters.

EDUCATIONAL EXPENDITURES AND APPROPRIATIONS

Subsidy	Description	EXPENDITURES 1982	EXPENDITURES 1983*	APPROPRIATIONS 1984
501	Foundation Program	$995,752,810	$1,158,073,034	$1,335,364,433
502	Pupil Transportation	95,797,228	97,438,015	120,229,000
503	Bus Purchase	11,623,500	22,846,113	20,500,000
504	Special Education	223,007,419	235,117,501	290,213,000
505	School Lunch	8,030,304	7,871,459	11,000,000
507	Vocational Education	166,716,024	168,027,931	203,808,000
508	DPPF	30,712,500	35,013,200	39,000,000
509	Adult Literacy	990,000	1,100,000	1,376,937
510	Instructional Television	3,780,000	3,772,903	3,904,955
511	Auxiliary Services	42,896,385	39,725,938	46,965,140
512	Driver Education	7,938,000	7,515,952	7,500,000
514	Post Sec. Voc. Ed.	5,730,007	8,098,038	14,000,000
515	Adult High School	330,750	267,572	394,369
516	Urban Pilot Projects	2,206,575	2,184,870	2,600,000
518	Teacher Institutes	—	—	—
519	Educational Media Centers	446,512	480,671	497,494
520	DPIA	91,883,140	111,730,891	138,822,500
521	Gifted Pupil Program	3,253,883	4,245,435	5,351,492
522	Career Development	4,252,500	4,806,713	5,500,000
523	Adult Voc. Ed.	4,252,500	4,194,950	4,732,310
524	Educational Excellence Competency	—	—	3,990,000
526	Voc. Ed. Equip. Replacement	995,001	2,080,403	3,000,000
527	Teacher Inservice Ed.	945,000	873,858	985,898
528	Vol. Desegregation Assist.	567,000	524,369	942,722
529	Needs Assessment Project	77,962	—	—
530	Loan Fund Support	—	8,543,085	—
532	Nonpublic Adminis. Cost	2,126,250	8,840,833	10,025,525
534	Desegregation Costs	—	64,100,000	32,667,000
702	Voc. Ed. Bldg. & Equip. Assist.	—	—	6,000,000
Special Purpose				
401	Regional Offices	—	—	1,154,000
412	Driver Education	125,280	128,523	135,111
415	Consumer Education	143,328	151,315	160,000
416	Voc. Ed. Matching	1,298,437	1,336,848	1,530,955
418	Inservice Teacher Training	296,946	330,491	342,087
419	Preservice Teacher Ed.	5,599,103	5,649,038	5,884,144
420	Advisory Committee	—	—	—
421	Food Service Administration	—	—	—
422	School Management Asst.	337,121	354,248	398,530
423	Community Education	—	—	—
424	Simulation System	277,421	272,346	311,880
425	Curriculum Development	47,136	—	—
426	Computer Accounting Net	6,144,453	6,131,548	7,882,162
427	Technical Assistance for Desegregation	43,464	91,235	129,181
Other				
	Department of Education	**5,792,335	5,906,627	5,220,143
	School for the Blind	1,971,938	2,195,552	2,548,571
	School for the Deaf	3,127,625	3,374,642	3,823,908
	Capital			
Total		**$1,729,515,837**	**$2,023,396,147**	**$2,388,391,447**

*Amounts taken from June 30, 1983, *Daily Transaction Register*. Expenditures and encumberances were totaled to obtain FY 83 dollar amounts.

**Subject to a 2% cut.

NEW MINIMUM STANDARDS FOR OHIO'S ELEMENTARY AND SECONDARY SCHOOLS ADOPTED

Ohio's new minimum standards, effective September 1983, reflect the State Board's and the Ohio Department of Education's commitment that youngsters should complete a high school education with sufficient knowledge, skills, and attitudes to earn a living and to participate fully in home and civic life.

These new standards, which were developed over a three-year period, focus on the outcomes of the learning process. They strengthen high school graduation requirements and require competency based education. Graduation requirements have been increased from 17 to 18 units of credits with the additional unit to be earned in mathematics. Therefore, to graduate, students will now be required to meet the minimum requirements of three units of English language arts, two units of mathematics, two units of social studies, one unit of science, and one-half unit each of health and physical education.

High schools must schedule a minimum of 45 units of credit. The curriculum offered must be broad enough to encompass the recommendations of the Advisory Commission on Articulation Between Secondary Education and Ohio Colleges so that college-bound high school students can benefit from a solid college preparatory curriculum. Other units must be offered in business, economics, fine arts, home economics, industrial arts, and reading.

While all students must satisfy basic graduation requirements, the new standards realistically allow students to prepare to pursue their plans beyond high school. The nine elective units enable students to select the coursework that will best prepare them for higher education or immediate employment.

The new standards require the establishment of competency based education in English composition, mathematics, and reading to improve student outcomes in these and other areas. The standard is demanding. It is intended to be more extensive than minimum competency testing in that it seeks to heighten expectations and to improve methods of instruction. Improved instruction with appropriate intervention should assure students of adequate opportunities to realize their potential.

Under the competency standard, performance objectives must be identified, and instruction must fit the diagnosis of student needs in relation to those objectives. Essential to the effectiveness of competency based education is regular assessment of student learning and the appropriate use of assessment results to make decisions regarding instruction, intervention, guidance, promotion, and evaluation. Districtwide testing is required at least once in grades 1-4, at least once in grades 5-8, and at least once in grades 9-11. While regular assessment of student progress is important for instructional decisions and other decisions affecting individual students, the results of districtwide testing will be helpful in evaluating the competency program.

When a student's performance falls short of expectations, intervention must be provided to permit the student to learn and achieve at levels established by local boards of education. When a number of students fail to meet district expectations, administrators must exercise leadership to correct competency program deficiencies. Careful development of programs and planned inservice education for teachers and administrators should improve opportunities for student proficiency in reading, writing, and mathematics.

To assist school districts in providing the quality instruction specified in the standards, the State Department of Education prepared leadership publications related to 15 areas of the new standards. These publications will be distributed to schools for use during the 1983-84 school year.

ADMINISTRATION

The Department of Education, according to the laws of Ohio, is comprised of the State Board of Education, the Superintendent of Public Instruction, and the necessary employees to perform the duties described in the statutes. The State Superintendent and department staff administer the policies and directives of the State Board of Education.

The administrative staff, which includes the Superintendent of Public Instruction and assistant superintendents, provides leadership and directs and supervises the work of department employees. Leading in the search for better ways to meet educational needs, administering school laws and standards, and providing counsel to school administrators in solving problems faced by school districts are the major activities in the administrative offices.

The Superintendent of Public Instruction is the chief executive officer for all educational matters and functions under the management and control of the State Board of Education. Dr. Franklin B. Walter became Ohio's 31st Superintendent of Public Instruction on March 16, 1977. The assistant superintendents are responsible for the supervision of the divisions in the department and for special assignments including liaison with the Ohio General Assembly, litigation, and coordination of department task forces.

COMPUTER SERVICES AND STATISTICAL REPORTS

The Division of Computer Services and Statistical Reports is comprised of four sections: Management Information Support; Data Conversion and Operations; Program Management Support; and Technical Assistance and Field Support. During the past year, the division has continued to maintain its commitment to its original purpose of computerizing department programs and upgrading statistical capabilities. All of the department's financial accounts will be fully automated soon.

Word processing training sessions have been offered to department personnel, and division offices are now producing documents with the word processing system. A significantly improved version of the word processing software has been received, and training for this new version should be completed before the end of the current year.

The Management Information Support, Data Conversion and Operations, and Program Support Sections are responsible for collecting, processing, and analyzing data in areas ranging from enrollment to school food services. The number of school districts reporting data to the division electronically has increased dramatically in the past few years. This has resulted in substantial savings of both time and money as well as improved accuracy and timeliness of report data. In an effort to further increase efficiency, the division has been working, with the cooperation of the Division of School Finance, to consolidate pupil and staff report forms. This effort should be completed within the next year. The General Educational Development (GED) system is also being streamlined. The revised system will automatically generate test notifications, grade tests, print certificates, and produce failure notifications.

The Management Information Support Section also has the responsibility of preparing financial simulations for various legislative proposals. This service has proven to be an invaluable tool for legislative leaders and department administrators in the preparation of education's biennial budget.

The Program Management Support Section's duties include the annual processing and printing of certificated staff certificates. This year over 84,000 certificates were processed.

The number of uses for the division's statistical data also is expanding. In addition to the department's use, requests now come from federal and state agencies, school districts, the Ohio legislature, and independent research organizations.

The Technical Assistance and Field Support Section (TAFS) provides assistance to the Ohio Education Computer Network (OECN). The network consists of school districts which have organized into self-governing data processing cooperatives with a central computer site provid-

ing Uniform School Accounting and Uniform/Staff Payroll services to participating members. The OECN, now entering its fifth year of existence, covers all Ohio counties with 27 operational computer sites serving 543 school districts.

The TAFS Section provides assistance in a number of areas, the most important of which is software development and maintenance. The section developed the Uniform School Accounting System software which is utilized by approximately 80 percent of the 543 network school districts. The remaining sites use either self-developed or third party proprietary software packages. The Uniform/Staff Payroll System software has been released for over a year and is now operating in 174 school districts with an additional number expected to begin soon. Training sessions for new users of the payroll software were provided to over 120 school district personnel during the past year. Also, OECN Information Sessions were held to discuss software revisions and related network business and were attended by approximately 240 school district personnel.

The Special Education Decision Making Child Information Management System (ED-CIMS) and the Ohio Career Information Service (OCIS), which were added to the package of OECN services last year, have both experienced increased use. This year the Equipment Inventory System, which is fully integrated and compatible with the state-developed accounting software, was released for network use. Two other packages will soon be released. The Vehicle Information System, also fully integrated and compatible, is currently being piloted at several OECN test sites. The scheduling portion of the Pupil Accounting Package is also being tested and is expected to be released for limited use by January of 1984.

Another network service is the electronic reporting of SM-1 and SM-2 information from data entered in the Uniform School Accounting System. Statewide tape submission is anticipated by calendar year 1984.

EDUCATIONAL SERVICES

The Adult and Community Education Section of the Division of Educational Services consists of five programs: Adult Basic Education, Adult High School Continuation, High School Equivalence/GED, Community Education and Energy Assistance.

Adult Basic Education

With continued state and federal funding under the authority of the Adult Education Act, the section is responsible for administering the state-grant program for Adult Basic Education (ABE). Instruction in basic reading, mathematics, and language is provided in ABE classes to meet the diverse needs of undereducated adults in Ohio. Funds totalling more than $5 million in FY 1983 were made available to 125 participating districts which served over 56,000 adults in all 88 counties. More than 85 percent of those enrolled were individuals who entered the program functioning at less than the equivalent of eight years of education.

Over 1,100 personnel were involved in the delivery of ABE services this year. This included approximately 100 administrative and supervisory personnel, 750 teachers, 30 counselors, and 250 para-professionals. Over 68 percent of these were employed part-time and over 800 participated in staff development activities.

ABE continues to offer "a second chance" to many Ohio citizens. The program effectively demonstrates one of the many ways the department uses federal, state, and local dollars to help residents realize their personal and employment potential and to secure a better future.

Adult High School Continuation

Forty-six school districts have made applications for reimbursements for their approved programs during the 1982-1983 school year. Preliminary estimates indicate that approximately 13,000 students are being served from across the state. Four of the 46 school districts initiated first-time interests within the Adult High School Continuation Program during the year.

During the past 12 years, more than 280,000 enrollees have taken advantage of the program in order to enhance their high school education leading towards a high school diploma.

Starting in July, 1982, school districts have benefited from a 66% increase in the reimbursement rate for the programs.

High School Equivalence Program

The High School Equivalence Program gives adults, 18 years or older who have not graduated from a chartered or accredited high school, another opportunity to complete their high school education. To establish high school equivalence, students must take the General Educational Development (GED) test, which is composed of a series of five tests in writing skills, social studies, science, reading, and mathematics. Students receiving the appropriate GED score in each area receive GED certificates which establish their high school equivalence.

Since 1962, when the High School Equivalence Program was first offered in Ohio, the volume of GED testing has sharply increased. From 1962 through 1982, more than 150,000 GED test scores were evaluated by the State Equivalence Office. In the past year, nearly 16,000 Ohio residents received their High School Equivalence Certificate.

Block Grant/Basic Skills

The first year of the new consolidated Chapter 2 Block Grant Program was successfully implemented during the 1982-1983 school year. In excess of $16 million was allocated to all public school districts to provide benefits to public and private school students. Preliminary evaluation data from school districts indicate a high degree of attainment of local program objectives and satisfaction with the Chapter 2 Block Grant Program.

Among the 28 program purposes for which funds could be used to meet local educational needs were expenditures for basic skills programs, library and instructional materials, instructional equipment, staff development activities, guidance and counseling services, and gifted and talented programs. Approximately one-third of the funds were used for purchasing instructional equipment, including microcomputers, improving student achievement in basic skills and other curricular areas, and teaching computer literacy.

In addition to the Block Grants, 68 competitive Special Purpose Grants were awarded to 48 districts in 1982-1983. The grants were used to support Basic Skills, Teacher Corps and Teacher Center projects, as well as local efforts directed toward meeting the goals of 13 statewide educational priorities identified by the State Board of Education in its *Mission for the 80s: A Blueprint for Excellence.*

Numerous Department of Education services focusing on improvement of basic skills were provided to Ohio educators during the past year: 670 teachers and 360 administrators attended the 1982 series of Basic Skills Seminars conducted in 10 regional sites during November and December; 300 teachers and supervisors attended the Young Authors Leadership Seminar held in Columbus in February; 2,036 teachers and 478 administrators participated in 78 onsite workshops conducted by the basic skills staff in reading, writing, language arts, mathematics, and study skills; 11,264 copies of eight different basic skills publications were sent to districts upon request, including two new department-developed publications, *Computation: A Changing Perspective* and *Language Arts: Strategies for Teaching and Learning*; over 150,000 copies of *Parents as Partners* were distributed to school districts for the parents of kindergarten or first grade students.

A highlight of the year was the sixth annual statewide observance of *Ohio Right to Read Week*. Over 1,018 Hall of Fame and Student Recognition Certificates were awarded to Ohio public and private schools which participated in formal reading and basic skills improvement activities during Right to Read Week.

Community Education

Community Education is an organizational process that enables problems and needs of community life to be identified and results in services and programs being designed to meet these needs through the use of community resources. Community Education provides for the sharing of information, the coordination and delivery of services, and a more informed citizenry. It is a tool for economic recovery of communities, retraining of individuals, and improving and expanding educational opportunities.

The purpose of the State Center for Community Education is to promote the development of community education statewide and to provide developmental and technical assistance to local communities. Activity highlights for 1982 include:

- Receipt of a $14,000 grant from the C.S. Mott Foundation to provide community education technical assistance and awareness activities in conjunction with the Ohio Community Education Association
- Receipt of a $5,000 grant from the National Community Education Association Leadership Program to hold a Strategic Planning Session with nine state associations from which a report was generated and disseminated
- Continuation of the model project effort initiated during the previous year, which included:
  - Onsite visitations hosted by four communities to enable individuals and groups from other communities to gain firsthand knowledge of community education in action
  - Competitive mini-grants awarded to three model project districts for special projects related to citizen involvement and interagency cooperation
  - Initiation of the Model Project Assistance Network, which enabled model project personnel to be reimbursed for providing direct technical assistance to other Ohio communities

Energy Assistance

The role of the department in providing technical assistance to school administrators in energy conservation expanded during the 1982-1983 school year. The undertaking of a training program for custodial/maintenance personnel in school building operation and maintenance was a first-time effort. Although limited to fewer than 60 school districts, the training program has been highly successful.

Ohio schools continue to participate in the National Energy Conservation Policy Act (NECPA) grant program. Preliminary data from grant Cycle V, to be awarded about September 30, 1983, indicates that Ohio's schools (K-12) have been very successful in receiving funding; 168 schools will receive more than $1.7 million in grants. All 94 schools that filed applications for Technical Assistance Grants will be funded. Technical Assistance Grants are used for energy conservation studies. Sixty-six schools will receive energy conserving capital improvement grants. Cumulative data from all five grant cycles show that over 4,000 grants, totalling more than $11.8 million, have been awarded to Ohio schools. Since these are matching grants, Ohio schools' investments in grant award projects alone have exceeded $22 million; this investment results in energy savings of at least $22 million.

Department staff provide technical assistance to school districts for all state or federal energy and asbestos legislation. The staff also coordinates its efforts with local, state, and federal organizations to enhance energy conservation, facility improvements, and energy education efforts in Ohio schools.

Federal Legislative Activities

The Division of Educational Services also is responsible for federal legislative activities. The staff works with the Ohio congressional delegation to assess proposed federal education legislation which affects elementary and secondary education programs, seeks new sources of federal funds, disseminates information about federal education programs to local education agencies and state department staff, and consults with federal agencies on rules and regulations.

Guidance and Testing

The Guidance and Testing Section of the Division of Educational Services provides guidance, counseling, and testing services to school districts. In the 1982-1983 school year, the section served 915 teachers, 403 administrators, and 2,368 counselors and other personnel.

Inservice programs were offered in the areas of Written Guidance Plans, Career Guidance, Self Esteem, Sex Equity, Group Guidance Techniques, Discipline, Elementary Guidance, and testing programs. Other services offered by the section included conducting Program Review for Improvement, Development, and Expansion in Vocational Education and Guidance (PRIDE) reviews and follow-up, technical education guidance reviews, and vocational counselor validation and reimbursement.

Publications prepared and distributed by the section included *The Communicator, Communicating Guidance Services, Guidance Services for Ohio Schools*, and *Ohio's Career Guidance Program.*

Other major activities during the 1982-1983 school year included:

- Providing a voluntary testing program (OTSA) designed to stimulate recognition of academically talented students. This past year, nearly 26,000 students took achievement tests in 16 subject areas at 68 regional test centers. A total of 40,350 certificates was awarded to students as well as 18 individual trophies and 148 plaques. A total of 48 team trophies was awarded to the top districts in Ohio.
- Providing scoring and reporting services for 172,365 students representing 586 districts across the state;
- Conducting a Test Use Survey in order to determine how districts are using their standardized test results and subsequently distributed a summary report to each district.

ELEMENTARY AND SECONDARY EDUCATION

New standards for elementary and secondary schools were adopted December 1982 to become effective September 1983. The major task of the Division of Elementary and Secondary Education involved acquainting school personnel throughout the state with the requirements.

A significant contribution to the orientation to the standards was the planning and preparation of a 14 document Implementation Series. The demands for consultant services were heavy as school personnel prepared for development of courses of study and competency based education to comply with new requirements.

Elementary

Members of this section are responsible for evaluating Ohio's 2,861 public and 688 nonpublic elementary schools to determine compliance with minimum standards. In addition, this section is responsible for chartering nonpublic schools that meet minimum standards and for providing leadership in all aspects of elementary education. Professional and technical assistance is provided in the areas of administration, organization, curriculum, pupil services, staffing, instructional materials, community relations, research, and physical facilities.

During the 1982-1983 school year, 429 elementary schools were evaluated. These evaluations took place in 21 counties and included elementary schools in 26 city, 5 exempted village, and 71 local school districts. To complete this inspection schedule, staff members held 36 pre-inspection conferences; conducted 52 central office evaluations; conducted 429 onsite school inspections; conducted 112 closing conferences; wrote 429 inspection reports, including 112 district overviews; and responded to 429 correction letters submitted by local school officials.

Nineteen nonpublic elementary schools were chartered during the 1982-1983 school year, and technical assistance was provided to members of the governing boards of 30 other nonpublic elementary schools who were proceeding with the chartering process. Evaluation activities included both onsite inspections and examinations of operational and program plans that were submitted for approval.

Secondary

The section is responsible for inspecting Ohio's 893 public and 127 nonpublic secondary schools on a rotating basis to determine compliance with minimum standards. Technical assistance is provided in all areas of minimum standards, and consultants are provided in the subject fields of English language arts, foreign language, mathematics, science and environmental education, and social studies.

Evaluations were conducted in 247 secondary schools to determine compliance with minimum standards during the 1982-1983 school year. Additionally, secondary section

personnel evaluated 170 foreign secondary school records for high school equivalency and authenticated 57 Ohio diplomas, transcripts, and certificates for foreign students returning to their respective countries.

Technical assistance was provided in a variety of areas including designing and improving K-12 curriculum planning and evaluation. Two hundred seventy-five onsite or office meetings were held including 74 with local districts, 73 with city districts, 36 with county districts, 24 with nonpublic schools, 17 with colleges and universities, 19 with vocational schools, three each with special purpose and state institution schools, and six with exempted village districts.

Health and Human Affairs

The Health and Human Affairs Section provides professional and technical assistance to school districts in art and music education, health and physical education, recreation, safety education, substance abuse education, outdoor and leisure education, arts for the handicapped, and adapted physical education. The staff also conducted evaluations in over 60 schools to determine compliance with minimum standards.

Members of the section provided the major speaker for over 75 conferences and meetings. Additional technical assistance was provided through over 240 onsite visits.

New publications which were prepared during the 1982-1983 school year include *Integrating the Handicapped Student in Physical Education: Guidelines for Teaching at the Secondary School Level*; "Arts for the Handicapped" (brochure); and "Physical Education for the Handicapped in Ohio" (brochure). Over 10,000 publications were distributed.

Nutrition Education

The Nutrition Education and Training Program (NET) has been established to improve the nutrition knowledge and eating habits of teachers and students. The Ohio NET Program, which is supported by a grant from the U.S. Department of Agriculture, has sponsored over 375 curriculum development and nutrition workshops for the staffs of schools and day care centers.

In 1983, grants for integrating nutrition education activities into the curriculum were awarded to 35 schools and eight day care centers. During the four years of awarding grants to schools, the NET Program has reached 10,700 teachers, 2,500 food service workers, and 124,000 children. Three-hundred schools have been participating in a NET-sponsored process model which integrates nutrition into the existing curriculum. This K-8 model integrates nutrition concepts into the subjects of science, social studies, mathematics, health, and language arts. The process model is organized around basic skills and is accompanied by a teachers' guide and a bibliography of materials which facilitate integration of nutrition into subject areas.

Special Projects

The Special Projects Section coordinates the revision of elementary and secondary school standards; inspects the special education programs in county boards of mental retardation and developmental disabilities schools and state institutions/hospitals; approves Sports Medicine programs; coordinates instructional television activities; and coordinates other special activities and events.

The Standards Revision Advisory Committee completed its work by recommending revised minimum standards for elementary and secondary schools. Work continues on preparing leadership documents for the secondary reading and economics requirements.

The special education programs located in 26 county boards of mental retardation and developmental disabilities schools and two state developmental centers were evaluated to ensure compliance with their respective minimum standards. Copies of the special education program standards were distributed.

A $3,772,903 state allocation provided assistance to Ohio's eight educational television corporations. Projects for computer and competency programs were videotaped or communicated through teleconferences. A distribution of 2,000 brochures was made on the *Give and Take* series.

Sports Medicine requirements were addressed in the *Personnel in Pupil Activity Programs* publication. Questions were answered from 900 school administrators and athletic directors regarding the employment of personnel for pupil activity programs. Two-hundred and fifteen sports-related training programs for coaches were approved.

The section also coordinates the Ohio Teacher of the Year Program, International Teaching Fellowship Program, and volunteer programs.

Supportive Services

Educational programs in Ohio schools are assisted by the Supportive Services Section through the development and improvement of courses of study, library media services, industrial arts programs, and school evaluations. This support and assistance is offered through consultations, inservice training opportunities, technical assistance, program evaluation, and distribution of publications.

During the 1982-1983 school year, 8,940 locally developed courses of study were reviewed for approval. Consultant services were provided to individual school districts for development or revision of courses of study and for planning competency based education programs founded on courses of study. School district personnel made substantial use of the course of study library located in the Division of Elementary and Secondary Education.

Technical assistance was provided to school districts to improve effective utilization of library media programs K-12. Leadership activities included course of study development for library media and information skills, district planning of library services, and creating public awareness of the importance of school libraries to the community. Media services were provided to local school districts through the nine media regions and two feature film centers. In fiscal 1983 these centers received $480,671 in Subsidy 519 funds.

Staff development workshops were provided for industrial arts teachers, administrators, and college personnel. Special emphasis during the seminars was placed on revision of existing curricula to introduce contemporary methods and concepts of modern industry into industrial arts programs. Microcomputers, manufacturing technologies, and needs of special students in the applied arts also were highly emphasized. More than 2,000 school personnel benefited from technical assistance provided by the industrial arts program area.

The coordination of school accreditation activities for the North Central Association of Colleges and Schools resulted in the accreditation of 605 schools. Over 100 schools conducted a comprehensive self-evaluation followed by an external team review. The self-studies and team evaluations provided the basis for development and implementation of school improvement plans.

DIVISION OF EQUAL EDUCATIONAL OPPORTUNITIES

The Division of Equal Educational Opportunities consists of three sections: School Improvement, Lau Center, and Urban Programs. These sections work in concert to provide Ohio's school districts with technical assistance and staff training in the areas of school improvement-race desegregation, Lau compliance and minority language assistance, and the development of programs for disadvantaged students. Efforts from all EEO sections will concentrate on providing equal educational opportunities for all students as outlined in the State Board of Education's *Mission for the 80s: A Blueprint for Excellence, Implementing Desegregation-Reducing Racial Isolation* and *Providing for Disadvantaged Youth.*

SCHOOL IMPROVEMENT SECTION

Race Desegregation

The division's School Improvement Section provided technical assistance and funding to school districts developing or implementing plans to reduce or eliminate racial isolation.

Federal funds were utilized to provide technical assistance to racially imbalanced districts in two broad areas: to aid school districts in the preparation, adoption, and implementation of plans for race desegregation and to aid school districts in coping with educational problems occasioned by race desegregation. Forty-one racially imbalanced school districts received technical assistance. The impact of this aid directly affected 35,325 teachers and 538,000 students during fiscal year 1983.

State Educational Mobility funds were made available to school districts that transferred at least 50 students to improve the racial balance within their districts. During 1982-1983, $524,286 was equally distributed to 8,687 eligible transfers in 12 school districts.

Nonpublic School Compliance

The State Board of Education adopted rules on racial nondiscriminatory policies and practices for nonpublic schools. These rules call for the adoption/advertisement of nondiscriminatory policies and filing of these policies with the Division of Equal Educational Opportunities prior to the issuing of a charter or approval to operate. For schools chartered or approved to operate prior to October 1, 1984, to adopt nondiscriminatory policies and file these policies with the Division of Equal Educational Opportunities. The rules require that schools adopt racial nondiscriminatory policies in the areas of recruitment, admission, employment, scholarships/loans/fee waivers, educational programs, and athletics/extracurricular activities.

Effective Schools Program

The division's School Improvement and Urban Programs Sections provided technical assistance based on the effective schools' research to school districts developing and implementing Effective Schools Programs at the building level. Effective school factors include a sense of mission, strong building leadership, high expectations for students and staff, frequent monitoring of student progress, a positive learning climate, sufficient opportunity for learning, and parent/community involvement.

During fiscal year 1983, 50 school districts received effective schools assistance. A new program, the Ohio Academy for School Improvement Strategies (OASIS), provided 40 school building administrators from 14 school districts with information and activities designed to help them develop action plans for the 1982-1983 school year.

LAU CENTER SECTION

The Lau Center provides federally funded technical assistance and training services in the areas of bilingual education, English as a Second Language (ESL) instructional development, Indian education, Lau compliance, and refugee student assistance.

Bilingual Education

The Lau Center sponsored or cosponsored 12 regional workshops and three statewide conferences serving a total of 889 teachers. One-hundred and ninety-four administrators also were served through inservice activities sponsored or cosponsored by the Lau Center. A total of 4,756 Limited English Proficient (LEP) students were targeted and received services via technical assistance providing bilingual education or ESL programs to seven Ohio school districts. Lau staff developed a handbook detailing entry and exit criteria for bilingual education programs.

National Origin Desegregation

School districts received staff assistance in planning and coordinating identification and assessment procedures for National Origin Minority (NOM) students and in developing appropriate classroom materials and instructional strategies. In the area of Indian education services, the Lau Center sponsored two conferences for school districts to provide information to participants on Indian education programs and techniques to involve parents in the programs.

Transition Program for Refugee Children

The Lau Center administers federal flow-through funds to school districts enrolling eligible refugee children. For the 1982-1983 school year, 106 school districts were eligible for funds with a total of 2,235 refugee children being served.

In addition to administering the distribution of funds, technical assistance and services were provided by disseminating materials to school district personnel dealing with topics such as assessment of Limited English Proficient (LEP) students, instructional methodologies for LEP students, adapting content area materials for LEP students, and selecting instructional materials for LEP students.

A resource library of over 700 instructional materials, audiovisual aids, multimedia learning kits, and assessment instruments are available to school districts on a loan basis.

URBAN PROGRAMS

Disadvantaged Pupil Program Funds (DPPF)

During 1982-83, the Urban Programs Section disbursed $34,866,684.25 from the Disadvantaged Pupil Program Fund (DPPF) to 476 Ohio school districts. Fund allocations were used to provide educational services to 435,372 individually targeted pupils in 1,991 school buildings across the state. Sixty-four percent of the funds support academic achievement and remedial programs and the adaptation of curriculum and instructional methods and materials.

Four DPPF regional workshops were held in Columbus, Dayton, Toledo, and Akron. A total of 360 participants from 238 school districts attended the workshops which dealt with DPPF program concerns and Effective School Program (ESP) factors.

Urban Demonstration Projects (UDP)

During 1982-83, the Urban Program Section disbursed $2,184,870 in funds to four city school districts: Akron, Cincinnati, Cleveland, and Toledo. These funds were expended on education programs that served 20,000 pupils directly and had spin-off effects that impacted on more than 200,000 pupils. No fewer than 36 programs have been established through the use of UDP funds. UDP activities include creating an overall school climate that motivates students, promoting academic excellence, developing and refining management system techniques and strategies, and strengthening the utilization of community and college/university resources.

FEDERAL ASSISTANCE

The State Board of Education authorized the creation of the Division of Federal Assistance in 1965, following passage of the Elementary and Secondary Education Act (ESEA). Through the years, the division staff has handled a frequently changing assortment of responsibilities.

Serving Educationally Disadvantaged Children

A major responsibility of the division is administering ECIA Chapter One legislation which provides funds for supplemental instructional services for educationally disadvantaged children.

Ohio's Chapter One funds gradually increased from about $34,000,000 in fiscal 1966 to over $82,000,000 in fiscal 1983 and are allocated to local educational agencies. Emphasis has consistently been placed on providing younger children with supplemental reading instruction. A second priority has been extra mathematics instruction.

Chapter One funds also are provided for several types of students with special needs. Children of migratory agricultural workers are helped to improve their oral language and other basic academic skills. Neglected and delinquent youngsters in state-operated schools receive supplemental instruction designed to make them more self-sufficient and better adjusted citizens.

INSERVICE EDUCATION

Encouraging professional and personal growth continues to be the mission of the Office of Inservice Education. Data from the Teacher Development Program suggest that the scope of inservice education programs has broadened.

Funded by the Ohio General Assembly, the Teacher Development Program is a statewide effort to improve student learning experiences by encouraging school districts to develop comprehensive plans for the inservice education of staff members. A major accomplishment during fiscal year 1983 has been the dissemination of *Staff Development Leadership: A Resource Book*. This document was distributed to school personnel as planned in the State Board of Education's *Mission for the 80s: A Blueprint for Excellence* and will further assist in the implementation of successful staff development practices.

The General Assembly allocated $873,946.32 for the Teacher Development Program in fiscal year 1983, a 46¢ per pupil subsidy. Of Ohio's 664 school districts, which include joint vocational schools, 663 districts participated during the 1982-1983 school year. Throughout the state there are 374 Teacher Development projects. There are 314 projects representing single school districts and 65 cooperative projects.

One major aspect of the program's strength is its flexibility. As districts identify new needs for teachers or students, they can respond quickly with learning activities designed to meet the new priority. For example, 59 percent of the districts have begun awareness sessions and hands-on experiences so that teachers can help students become computer literate.

Eighty-nine percent of the school districts report positive changes and improvement as a result of the Teacher Development Program. Districts indicate that teachers' attitudes have improved, that students' behavior in classrooms is better, that communications have become more effective, and that there have been gains in teachers' classroom effectiveness. Since students' learning gains are the ultimate goal of the program, it is significant that some districts that have devoted their inservice activities to the improvement of basic skills report that student test scores are rising.

A new initiative which has promoted timely and efficient inservice education has been the formation of regional staff development planning councils. Located in each quadrant of the state, the planning councils are a means for tailoring inservice activities to regional needs on a cost effective basis. When a regional priority is identified, conferences and workshops to address that priority can be implemented at a relatively low cost per participant. Thus, school districts with similar priorities can share resources to produce effective staff development programs.

Additional technical information has been disseminated through specially developed print materials:

- *Systematic Planning for School Improvement* - a dissemination report which presents the content speakers developed in outlining strategies for implementing change through inservice education
- *Public Education* - a resource book developed to provide teachers with information and classroom applications directed toward improving student understanding of the governance, structure, and finance of public education.

Communication about the adoption of educational programs that work has been facilitated through the federally funded National Diffusion Network (NDN). The NDN is a low cost investment for local schools. It is a source of high quality programs developed by classroom teachers and proved effective in their work with students. The NDN also provides inservice training for teachers or other personnel who will be responsible for making a program work at the adoption site.

RESEARCH AND COMMUNICATIONS

The Office of Research and Communications has two main functions—the provision of research and media support services to the State Board of Education and Ohio Department of Education personnel and the preparation of communications about department and State Board of Education activities for distribution to school personnel, the media, and the public.

The office's research staff prepares reports, maintains a research-oriented library, reviews and indexes Department of Education forms, and monitors education related stories in the national and state press. The purpose of these activities is to identify for and provide to department administrators needed current education related information.

Media support is provided through the production of transparencies and photographs, the lending of audiovisual equipment, the maintenance of a slide library, and the provision of brochure and publication design, typesetting, and layout assistance. During fiscal year 1983, over 300 transparencies and 1,600 photoprints were produced for department staff for use in presentations and publications and over 30 department documents and brochures were typeset and prepared for printing. The main objective of the media support effort is to assist department staff members to communicate effectively with their intended audiences.

Effective and clear communication also is the goal of the Office of Research and Communications' publication and information activities. This goal is pursued through the publication of the monthly newsletter, *School Slate*, the issuance of press releases and the production of audiovisual presentations. The *School Slate* reported on a monthly basis important department and State Board of Education news and highlighted many of the positive education initiatives being pursued in the state.

During fiscal year 1983 over 60 news releases containing timely information targeted to the general public were distributed to state and national newspapers and state radio and television stations.

A slide/tape presentation entitled *The Future of Education* was developed under the direction of office staff. This presentation, documenting important trends that may influence education in the future, was shown at state level meetings and was made available for use by local school district personnel.

The Office of Research and Communications provides assistance to enhance the quality and timeliness of education related information provided to department staff, local educators, the press and the public.

SCHOOL FINANCE

The primary responsibility of the Division of School Finance was the administration of over $1.9 billion in 20 subsidy and two rotary accounts for 615 school districts, 87 county boards of education, and 49 joint vocational schools. Equally important is the division's responsibility for the calculation and disbursement of payments under Ohio's school foundation program, coordination of the field service section, fiscal planning and coordination, computer data systems analysis, maintaining and implementing driver education programs, and the overseeing of school bus purchasing and pupil transportation.

Foundation Program Section

The school foundation program, which provides the basic state support, totaled in excess of one billion dollars in 1983. The allotment of funds received by each district is determined by the division using complex formulas legislated by the General Assembly to assure a basic level of financial support for all school districts.

Field Services Section

The 13 area offices administered multiple statutory programs, including school foundation payments, auxiliary services to nonpublic schools, mandated cost reimbursement of interest expense resulting from school district borrowing of deferred foundation payments or late filing of the property tax rollback and homestead exemption, and tuition payments.

The area offices assisted other sections in the Division of School Finance, as well as other education agencies. Data needed to calculate the school district's state aid under the foundation program was distributed, collected, edited, and entered into the computer by the area coordinators. Back-

ground data were collected for the Office of School Management Assistance when a school district requested a loan. Also, each school district's driver education program was evaluated, all driver education simulators were inspected, and all driver education forms were distributed, collected, and edited in the area offices. Coordinators work with school district personnel in such areas as routing and scheduling school buses, answering questions concerning the Administrative Code and current law, conducting safety workshops, and making presentations to school administrators and treasurers in such areas as tuition law, school foundation law, and transportation issues.

Computer Data Systems Section

The objectives of the Computer Data Systems are to design, write, and implement the systems required to assure prompt and accurate computation under complex formulas and distribution of the many state subsidies administered by the division. Daily consultation is provided to Ohio school administrators to assist their understanding of current calculations and payments.

The major accomplishments of the section continue to be the implementation of the new payment systems mandated by law for all school districts and the maintenance and improvements of existing systems required to keep pace with the ever-increasing responsibilities of the section.

Fiscal Planning and Coordination Section

In April 1980, the Fiscal Planning and Coordination Section was established to administer department requests to the State Controlling Board, implement an audit-worthy computerized finance transaction register, conduct inservice programs, and issue financial reports.

Requests to the State Controlling Board included the multimillion dollar monthly foundation payments to school districts, competitively bid state contracts in excess of $10,000, loans to school districts from the Emergency School Advancement Fund, and department grants to school districts, colleges, and universities. The section works closely with state agencies, the Legislative Budget Office, and the Office of Budget and Management to assure that all contracts generate the most productive use of taxpayers' dollars.

Driver Education Section

Since 1968, over 2,600,000 students have completed an approved driver education program with over $121,000,000 in subsidy payments to school districts.

The Ohio Department of Education has participated in the Governor's Highway Safety Program to meet federal and state legislative mandates. During this time, over $7,000,000 in federal dollars have been utilized to enhance local programs through teacher and administrative inservice seminars, teacher workshops, classroom and laboratory equipment, and curriculum materials. In 1978, Ohio was recognized nationally for its curriculum effort in developing 12 new curriculum guides which have subsequently been used in every state and 12 foreign countries. Workshops continue to be scheduled to assist the 2,400 driver education teachers in Ohio schools.

Pupil Transportation Section

During the 1982-1983 school year, 2,663 new school bus drivers were trained and 8,821 school bus drivers attended inservice meetings. These meetings were provided by the Pupil Transportation Section through nine county board of education coordinators or instructors.

Inservice workshops also were conducted for school bus mechanics. Over 350 mechanics attended workshops held at 10 regional locations on such topics as school bus body maintenance, selecting batteries, and electrical systems.

Over 150 pupil transportation supervisors attended the annual transportation workshop held during April in Columbus. Topics included writing school bus specifications, alternate fuels, assertive discipline, fleet insurance, personnel management, and using computers in transportation.

SCHOOL FOOD SERVICE

Food service in schools enables children and their families to optimize the educational experience available in school by providing nutritionally balanced lunches and breakfasts at a low cost. Children from families with total gross income equal to or less than 130 percent of poverty for the family size are eligible for free meals or for reduced-price meals if the family's income is between 130 and 185 percent of poverty. Schools have traditionally sought student, parent, and community input to maintain a cost efficient food service operation.

During school year 1982-1983, the division provided consultant and technical services and leadership for 2,522 public school districts, nonpublic schools, and institutions. There were 158,368,573 lunches and 21,298,013 breakfasts served in schools which was an average of 904,963 lunches and 121,703 breakfasts per day. In addition, 13,288,723 half pints of milk were provided free or at a low cost to children in schools not receiving federal funds for a lunch or breakfast service.

Schools and residential institutions received $114,071,300 in reimbursement from federal and state funds to provide meals and milk, free or at a low cost. Government donated food with a value of $39,776,114 was distributed to schools for use in lunch and breakfast programs.

The Child Care Food Program was available through 342 sponsors serving a daily average of 31,197 children in 2,381 child care centers and homes. Federal funds in the amount of $10,062,202 were reimbursed to sponsors for breakfasts, lunches, dinners, and between meal supplements served to children.

During the summer of 1982, the Summer Food Service Program for Children provided reimbursement for breakfasts, lunches, dinners, and supplements served to children by public program sponsors and camps. During the 1982 summer months a daily average of 29,274 children received free meals at 367 sites across the state. A total of $1,916,310 in federal funds was reimbursed to 74 sponsors of the program at camps, playgrounds, schools, and other sites serving children during the summer.

SCHOOL MANAGEMENT ASSISTANCE

The Office of School Management Assistance (OSMA) was formed by action of the Ohio General Assembly in 1978 to work in three areas: technical assistance to school officials, administration of the Emergency School Advancement Fund, and inservice training in financial management for school officials.

Technical Assistance

Technical assistance was extended to 128 school districts during fiscal year 1983. Either financial or staff analyses were conducted for 44 districts. Another 39 districts received financial analyses as part of procedures for requesting state loans. Half of the requesting districts were able to balance their budgets without accepting state loans.

Additionally, fiscal management profiles were developed at the request of 37 school districts. The profiles served to reveal financial operations which may need attention.

A recently revised brochure explains the services available to school districts. Besides the financial and staffing analyses, other technical services include assistance with financial planning, inservice training for beginning treasurers, assistance in specific areas for treasurers, review and development of investment programs, administrative organizational studies, management counseling, assistance in preparing budgets and appropriations, fiscal management, and fiscal resource profiles.

The Emergency School Advancement Fund

Administration of the state loan program comprises another major area of activity for OSMA. When a school district's projected deficit has been certified by the Auditor of State, the necessary documents are prepared, and an application is submitted to the Controlling Board. When a loan is approved, the district is monitored to ensure that it is complying with the conditions of the loan.

During the past fiscal year, 19 loans were approved amounting to $14,159,600. At the start of the year, 65 loans were being monitored. Due to early repayments, the number decreased to 54 by the end of the fiscal year.

Inservice Training

Each year since 1978, OSMA has held seminars so that school officials might become better informed in finance. Thirty-four seminars were held in fiscal year 1983 at locations around the state with over 1,600 persons attending.

SPECIAL EDUCATION

The State Board of Education adopted new rules for the education of Ohio's handicapped students in October, 1981. The rules replace the Special Education Standards, which were adopted in 1973 with additions approved in 1976 and 1977.

The State Plan affirms the policy of providing a free appropriate and full educational opportunity to all handicapped children residing in the state in programs meeting Rules for the Education of Handicapped Children adopted by the State Board of Education and in accordance with the provisions of the Ohio Revised Code.

The Ohio Department of Education continues to be responsible for assuring that all school districts and other educational agencies in the state meet the requirements of federal and state law and regulations.

Ohio's current annual survey of all handicapped children ages 0 through 21 revealed that 202,258 children are receiving a full and appropriate special education in either the local school districts, county boards of mental retardation and developmental disabilities, or institutions operated by other state agencies. This represents a decrease of 7,823; the most significant decrease was in the area of Speech Handicapped.

The Rules for the Education of Handicapped Children which became effective on July 1, 1982, guarantee that

each handicapped student receives an appropriate education, one that is designed to meet his or her special needs. As described in the Rules for the Education of Handicapped Children, a child is identified as handicapped if the individualized education program team determines that he or she meets the eligibility requirements of one of the following special education program/services: Multihandicapped, Hearing Handicapped, Visually Handicapped, Orthopedically and/or Other Health Handicapped, Severe Behavior Handicapped, Developmentally Handicapped, Specific Learning Disabled, and Speech Handicapped.

Four program options are available to children identified as handicapped: regular class with supplemental services, individual/small group instruction, special class/learning center, and home instruction.

To assist school districts in implementing these programs and services, the following resources were developed:

- Slide Presentation on Rules for the Education of Handicapped Children
- Guidelines for the Identification of Children with Specific Learning Disabilities (Including Differentiated Referral Procedures)
- Slide-Tape Presentation on Supplemental Services

There were 11,298.4 special education units in operation during the 1982-1983 school year. The Ohio General Assembly appropriated $290 million for the 1983-1984 school year to assist school districts in providing special education to identified handicapped children. Approximately $45 million in federal funds was allocated to school districts for the 1983-1984 school year.

Since the late 1950s Ohio has a history of providing service to gifted and talented children. Funds were allocated by the Ohio General Assembly from 1959-63 to support model programs in local school districts. A reemergence of national and state interest and support for gifted programs culminated in 1975 in the provision of a State Plan for the Education of Gifted Children in Ohio, state standards approved by the State Board of Education, and a $200,000 appropriation by the Ohio General Assembly for the 1975-77 biennium. These funds were allocated to 13 local school districts based upon priorities which included demonstration of local prior commitment to gifted and talented children, comprehensive support services, provision of a proposal with measurable objectives, and the assignment of qualified personnel. A concerted effort was made to support programs in urban, suburban, and rural settings. The appropriation has grown each year and will reach $5,351,492 in the 1983-84 school year. A total of 229 school districts will have full or partial state unit funding.

Responding to the assessed needs of educators serving handicapped children, the 16 Special Education Regional Resource Centers (SERRCs) continued to provide technical assistance to school districts. Personnel in the SERRCs assisted school districts in planning and developing multidistrict cooperative programs; conducting multifactored evaluations of difficult to assess handicapped children; resolving complaints issued by parents regarding identification, evaluation, or educational placement of handicapped children; disseminating and circulating information regarding the implementation of special education; and providing inservice training and staff development to educators and parents.

Project CASE (Computer Assisted Special Education) was funded to assist the 16 SERRCs in acquiring technical assistance skills to be utilized in aiding school districts in the delivery of computer assisted management and instructional services to handicapped learners and special education personnel.

The Ohio Education Deans' Task Force for Personnel Preparation for the Handicapped continues to be the vehicle for coordinating the efforts of private and public institutions of higher education in preservice and inservice preparation of educators of handicapped children. By working cooperatively, the Ohio Education Deans' Task Force for Personnel Preparation for the Handicapped and the Special Education Regional Resource Centers implement effectively Ohio's Comprehensive System for Personnel Development.

The State Superintendent's Advisory Council for Special Education, in its role of providing counsel to the State Superintendent of Public Instruction and the Ohio Department of Education, recommended the adoption of the following overall goal: *Assist School Districts in Enhancing the Quality of Educational Services to Handicapped Children in Ohio.* Under the direction of the council, educators and parents worked cooperatively to develop goals and initiatives which are to be implemented in the 1983-1984 school year on the local, regional, and state levels.

TEACHER EDUCATION AND CERTIFICATION

The Division of Teacher Education and Certification has responsibility for providing leadership to colleges, universities, and school districts in improving the quality of preparation of entry level teachers and helping assure an adequate numbers of teachers for Ohio's elementary and secondary schools.

The professional competence of teachers in Ohio's classrooms is of vital importance to the public in general and the teaching profession in particular. The State Board of Education established new standards, effective July 1980, that restructured the preparation procedures for teachers. The *Standards for Colleges or Universities Preparing Teachers* established a much needed framework for teacher preparation and prescribed key elements regarding the teacher education process.

Colleges of education, under the standards, are to assure course descriptions and specifications of essential prerequisites for each course, practical school experiences starting early and continuing throughout the program, close working relationships with schools, funding and staffing at a level comparable to other professions, faculty with successful elementary or secondary teaching experience, and follow-up of graduates to obtain data for attaining further progress in teacher education.

Because of the requirements within the new standards, entry level teachers should possess professional knowledge of the learning process, competence in clinical diagnostic/prescriptive methodology and the ability to work effectively with young people from different ethnic environments. In addition, new teachers are prepared to work in a variety of school settings, teach reading as it pertains to their subject area, deal with behavior problems, select and prepare educational media, and analyze their own teaching skills.

Division personnel organize on-campus evaluations of Ohio's 48 colleges and universities approved for the preparation of teachers, supervise the approval process for colleges and universities that maintain satisfactory training procedures, and certify graduates of approved colleges and universities. The standards require that institutions seeking state approval to prepare teachers be evaluated once every five years. Broadly representative evaluation teams comprised of college and university representatives, school administrators, classroom teachers, teacher education students, and lay citizens act as agents of the state and evaluate institutional responses to each of the standards to assure continuing attention to teacher preparation.

Administrator certification patterns were revised and presented to the State Board of Education for review in 1983. Plans call for revising the certification standards and advanced preparation standards during the next two years.

Division personnel made over 42,000 individual transcript evaluations and processed more than 110,000 certificates during the year.

VOCATIONAL EDUCATION

Introduction

Following the theme of the Ohio State Board of Education, "Investing in Education," the Division of Vocational Education in Ohio continues to provide meaningful instruction which affords the opportunity to develop appropriate skills for jobs at an economical cost to the taxpayers of Ohio. Here are some of the results of such an investment.

At the Secondary Level

Although youth employment for secondary program completers did not equal the previous year's employment rate due to the depressed economy, vocational education graduates still found gainful employment at a significantly higher level than non-vocational job seekers of a comparable age level.

Ohio's secondary program completers in vocational education available for work during the past five years, 1978-1982, have averaged 89.4% employment and only 10.6% unemployment.

The state's investment in vocational education does make an impact on Ohio's secondary vocational education program completers. The most recent available data indicate an average hourly wage for 134 different occupations in fiscal year 1981 of $4.46 for males and $3.91 for females, compared to the minimum hourly wage of $3.35 in fiscal year 1981.

At the Post-Secondary and Long-Term Adult

Ohio's 1982 post-secondary and long-term adult program completers that were available for work had a job placement rate of 93.8% and only 6.2% unemployed.

During the past five years, 1978-1982, Ohio's post-secondary and long-term adult vocational program completers available for work have averaged only 6.2% unemployed at a time when Ohio's general unemployment averaged 8.4%.

Employers of 1,788 post-secondary vocational job training program completers in 1981 rated the completers' work performance as "outstanding" compared to only a "high" rating for post-secondary leavers.

Ohio schools are extending school programs to serve thousands of adults as part of a "second school day" movement. Educators throughout Ohio are recognizing the need to expand services to out-of-school youth and adults as an extension to the public schools. Over 350,000 adults in 1982 were given assistance through adult job training programs supported with state and federal funds through the Department of Education.

Adult vocational education facilities in Ohio have the potential to provide programs in schools and at off-school locations to meet the training and retraining needs of employees and employers.

With the growing change from a national to a world economy, America's productivity needs to become more competitive in the world market. Vocational education provides the technical potential to assist today's labor force to become more competitive through worker orientation programs and industrial analysis for specific job training needs.

The bulk of new jobs will be generated by small companies and entrepreneurs. Vocational education instructional programs have been initiated to assist these entrepreneurs and small business proprietors.

Sex Equity

Sex equity in vocational education is a means of providing both male and female students with equal opportunities for vocational training. This means eliminating existing sex stereotypes, bias, and discrimination from career counseling and vocational programs and curricula, so that all students have equal opportunities to pursue the careers of their choice. Special activities with students, teachers, counselors, and administrators can expand understanding of career options and reduce sex stereotyping in vocational education.

To help local school districts with sex equity concerns that have been identified, $500 mini-grants were made available in January. To date, over 50 proposals have been funded. These grants are being used to review and revise curriculum materials, recruitment brochures, and audio-visual presentations for sex-fair language and illustrations. Non-traditional career days, displaced homemakers' employment seminars and inservice activities for teachers, counselors, and administrators were also provided.

STATE SCHOOLS FOR THE BLIND AND DEAF

The State School for the Blind completed its 145th session in June 1983. The school enrolled 116 students; 5 seniors were graduated.

Instructional programs are available to blind and visually impaired and multihandicapped children between the ages of 3 and 21. The programs are accredited by the Division of Elementary and Secondary Education and meet the special education standards adopted by the State Board of Education. The school also is accredited by the National Accreditation Council for Agencies Serving the Blind and Visually Impaired.

A comprehensive program of special services is available to the children, including orientation and mobility, music, health, physical education, vocational education, and psychological counseling.

The school's accomplishments in 1983 included:

- 46 multifactored assessments provided for visually impaired and multihandicapped youth referred by Ohio school districts;
- Placement in the school and services to 126 visually impaired and multihandicapped youth;
- Diagnostic evaluations for approximately 36 students at The Ohio State University Optometry Low Vision Clinic;
- Extracurricular activities for the students, including track and field, wrestling, cheerleading, swimming, forensics and the publication of the student school magazine titled *"The Cardinal;"*
- A cooperative arrangement continues with Columbus Public Schools allowing selected students to attend classes at Whetstone High School for a part of their school day, and for certain visually impaired students enrolled in Whetstone, Eastmoor, and Beechcroft to attend the Ohio State School for the Blind vocational classes for a portion of their day.

The Ohio School for the Deaf, founded in 1829, has been in operation for 154 years. There were 196 students, representing 65 counties, enrolled in the 1982-1983 school year. Program offerings included grades K-12, 13 vocational shops with 22 class offerings, a complete work-study program, and interscholastic athletics for boys and girls. Thirteen students graduated from the school in June 1983.

The school's accomplishments during the 1982-1983 school year included:

- Curriculum meetings to improve the language course of study, with discussions on format by Dr. Kent Minor, Division of Elementary and Secondary Education;
- Implementation of the updated science curriculum;
- Weekly meetings held to update the social studies curriculum. A curriculum specialist from Gallaudet College worked with teachers on the social studies curriculum.
- Inservice sessions were held on:
  - William Glasser's Reality Therapy with special emphasis on social growth and personal responsibility;
  - Total communication for staff members
  - Crisis intervention
  - Suicide prevention
  - CPR instruction
- Continuation of sign language classes available to the public on a weekly basis;
- Initiation of the new computer program, including field testing programs in cooperation with Ohio State University and Lincoln, Nebraska;
- A new class offering on deaf awareness for juniors and seniors, designed to teach students techniques for coping with problems met in today's world;
- Revision of the OSD Student Handbook;
- Addition of two more auditory trainers in the elementary classrooms and one phonator in the speech therapy department;
- Continuation and expansion of values clarification classes;
- First aid classes for youth leaders;
- Participation by staff and students at the Ohio State Fair exhibiting vocational education resources;
- Receiving of federal funds in Titles I, VI-B and Vocational Education;
- Pantomime performance by the Sunshine Too group of the National Technical Institute for the Deaf as well as instruction in pantomime for students offered by the performers;
- Selection of two OSD students for first and second prizes in the Ohio Association of the Deaf's Biennial Essay Contest;
- Completion of 18 television and radio shows, amounting to nearly 12 hours of free air time for the school, fulfilled by Public Relations Committee members;
- Evaluation of 44 students in the Multifactored Evaluation Clinic and placement of these students in the Ohio School for the Deaf.

STATISTICAL SECTION

ENROLLMENT

Total Public School Enrollment

Year	Enrollment
1978-79	2,097,669
1979-80	2,020,154
1980-81	1,957,390
1981-82	1,894,021
1982-83	1,856,489

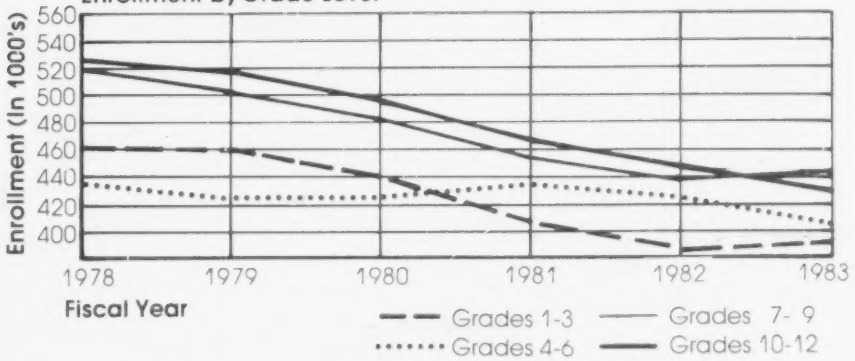
Public High School Graduates

Year	Total Graduates
1979	153,313
1980	146,828
1981	144,592
1982	143,625
1983	138,418

Enrollment by Grades 1982-83

Grade	Enrollment
1	132,241
2	125,500
3	121,548
4	125,941
5	133,676
6	145,189
7	149,539
8	141,801
Total 1-8	1,075,435
9	150,732
10	148,579
11	142,367
12	138,848
Total 9-12	580,526
Total 1-12	1,655,961
Kindergarten	134,685
Unclassified	65,843
Grand Total	1,856,489

Enrollment by Grade Level



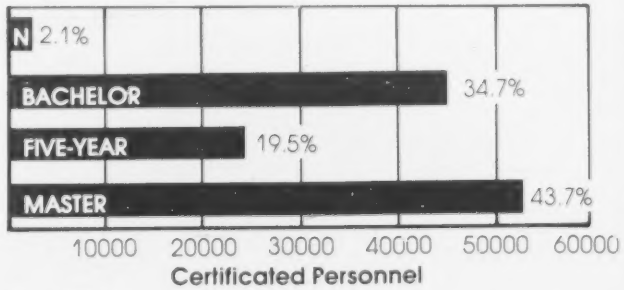
STAFF

Pupil/Teacher Ratio

Year	Enrollment	Full-Time Teachers	Ratio
1979	2,097,669	102,645*	20.4
1980	2,020,154	101,481*	19.9
1981	1,955,157	100,526*	19.4
1982	1,894,021	97,139*	19.5
1983	1,856,489	94,126*	19.7

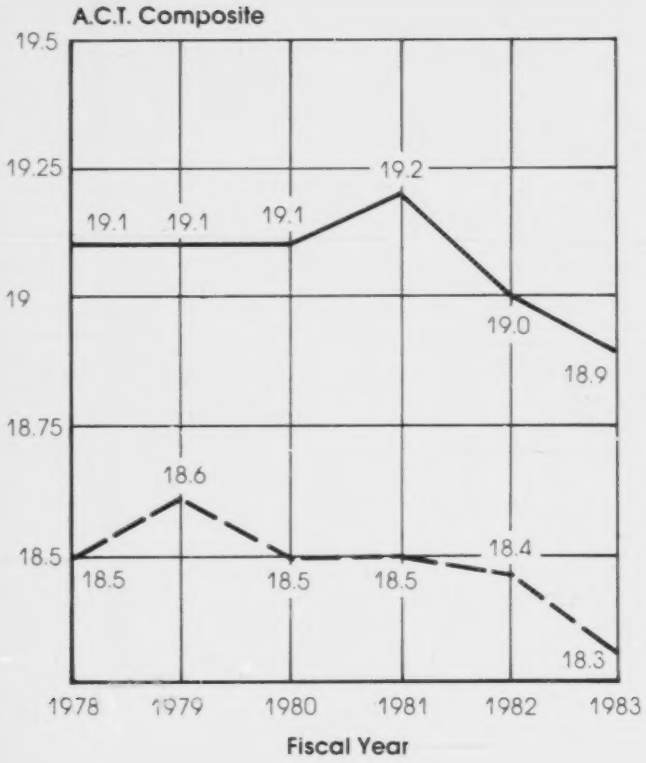
*Full-Time Equivalent

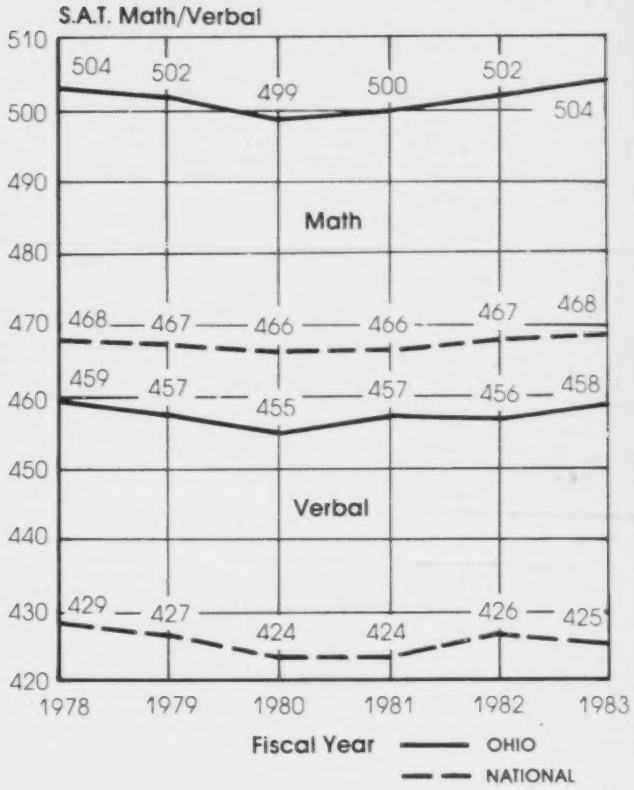
Degree Status in Ohio — 1983



N NON-DEGREE

TEST SCORES





SCHOOL DISTRICTS

Number of Public School Districts

Year	City	Exempted Village	Local	Total
1979	187	49	379	615
1980	188	49	378	615
1981	189	49	377	615
1982	190	49	376	615
1983	191	49	374	614
1984	191	49	375	615

DISADVANTAGED PUPIL PROGRAM

Disadvantaged Pupil Program Funds

	Expenditures	Number of Programs
1979	33,688,176.16	748
1980	36,947,449.98	774
1981	41,031,865.97	790
1982	30,674,440.73	756
1983	36,410,193.24*	747*

*Estimate

FINANCE

Revenue By Source

	Local Revenue	(%)	Total State Support	(%)	Federal Support	(%)
FY 83	$2,047,163,196	(47.5)	$1,972,575,106*	(45.8)	$289,520,459	(6.7)
FY 82	$2,527,965,647	(52.4)	$1,980,493,998*	(41.0)	$319,055,701	(6.6)

*Includes Homestead and Rollback Exemptions

Average Expenditure Per Pupil

Year	City	Exempted Village	Local	State	Increase Over Previous Years Amount	%
1977-78	1,538.47	1,249.67	1,225.95	1,457.61	136.28	10.3
1978-79	1,724.10	1,403.03	1,394.84	1,643.64	186.03	12.8
1979-80	1,963.74	1,615.63	1,609.75	1,882.35	238.71	14.6
1980-81	2,270.90	1,847.56	1,874.36	2,149.62	265.86	14.1
1981-82	2,469.00	1,999.18	2,009.87	2,327.71	179.31	8.3

Ohio School Districts Total Property Valuation Valuation Per Pupil, State Average Millage and Local Revenue Generated

FY	Property Valuation (SF-12 Calculation)	Valuation Per Pupil	State Average Assessed Millage For Operation
1979	62,329,077,837	32,526	30.47
1980	69,375,017,275	34,258	31.18
1981	76,745,986,624	39,130	32.05
1982	80,723,031,975	42,449	33.11
1983	88,535,306,655	47,640	32.53

SF-12 Calculation 1978-83

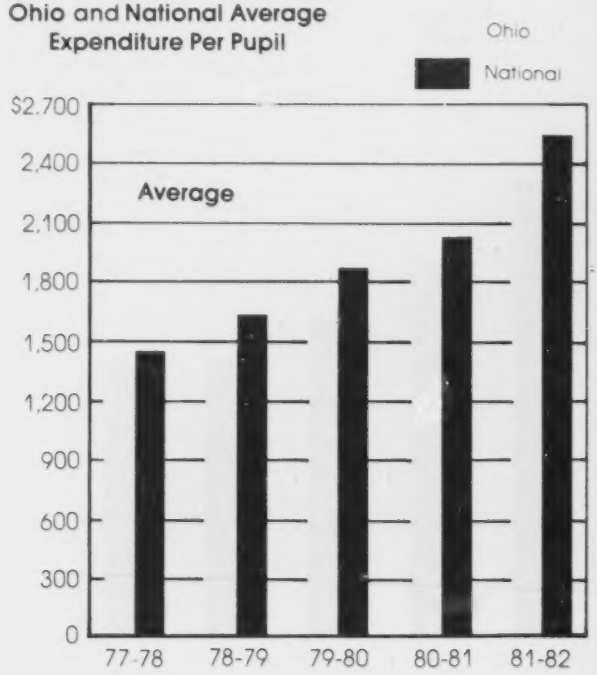
1979	865,721,772	362,397,047	1,215,212,279
1980	969,275,022	438,031,409	1,407,306,071
1981*	941,363,395	457,661,871	1,399,025,266
1982**	1,063,907,952	392,573,510	1,456,481,462
1983***	1,251,100,831	407,399,306	1,658,500,137

*At 96.4% Level

**At 94.5% Level

***Executive Order 83-4 Level

Ohio and National Average Expenditure Per Pupil



Handicapped Children Receiving Full Services as of December 1982

Major Handicap	Ages 0 - 2	Ages 3 - 4	Ages 5 - 21	Total
Multihandicapped	17	127	2,699	2,843
Hearing Handicapped	42	259	2,349	2,650
Visually Handicapped	12	22	844	878
Orthopedically and/or Other Health Handicapped	8	95	3,442	3,545
Severe Behavior Handicapped	0	15	5,937	5,952
Developmentally Handicapped	5	127	47,064	47,196
Specific Learning Disabled	0	34	71,758	71,792
Speech Handicapped				
Speech Only	5	169	56,701	56,875
Duplicated Speech	(53)	(243)	(17,647)	(17,943)
County Board MR/DD Programs	0	0	9,116	9,116
State School for the Blind	0	0	117	117
Ohio School for the Deaf	0	0	174	174
Institutions*				
MH	0	0	368	368
MR/DD	0	0	245	245
Ohio Department of Youth Services*	0	0	507	507
Total	89	848	201,321	202,258

*Data obtained from Ohio Department of Mental Health, Department of Mental Retardation and Developmental Disabilities, and the Ohio Department of Youth Services

Special Education Foundation Units for 1982-83

Types of Program	Units	Districts*
Supplemental Services Teacher	28.7	17
Preschool	47.5	20
Hearing Handicapped	304.8	44
Orthopedically and/or Other Health Handicapped	221.7	30
Visually Handicapped	62.0	20
Multihandicapped	398.3	135
Specific Learning Disabled	3,130.1	583
Severe Behavior Handicapped	789.8	159
Developmentally Handicapped	3,692.7	523
Speech and Language Services	967.3	427
School Psych. Services	846.1	334
Other Related Services	640.7	
	168.7 (29 State Inst.)	
Total	11,298.4	

*These figures include cities, exempted villages, locals, county boards of mental retardation/developmental disabilities and joint vocational schools.

Vocational Education Secondary Enrollment

Year	Agriculture	Business & Office	Distributive	Home Economics	Trade & Industrial	Total
1978-79	23,650	28,658	21,486	130,199	69,441	274,234
1979-80	22,683	27,462	21,203	125,159	68,304	264,811
1980-81	21,584	26,443	20,625	121,053	66,607	256,312
1981-82	21,200	26,100	20,156	119,095	65,825	252,376
1982-83(a)	19,843	25,022	18,353	94,369	59,597	217,184
Percent of Total						
1979-80	8.6%	10.4%	8.0%	47.2%	25.8%	100.0%
1980-81	8.4%	10.3%	8.1%	47.2%	26.0%	100.0%
1981-82	8.4%	10.3%	8.0%	47.2%	26.1%	100.0%
1982-83	9.1%	11.5%	8.5%	43.5%	27.4%	100.0%

(a) FY 83 State Board Report Secondary Opening Membership Units

Vocational Adult Enrollment

Year	Agriculture	Business & Office	Distributive	Home Economics	Trade & Industrial	Total
1978-79	20,771	29,764	42,400	42,750	119,488	255,173
1979-80	21,354	31,763	67,841	47,762	128,081	296,801
1980-81	25,067	32,405	88,274	51,467	147,253	344,466
1981-82	24,229	35,129	95,295	38,502	157,108	350,263
1982-83(a)	22,259*	33,061*	92,963*	36,007*	143,045*	327,335*
Percent of Total						
1982-83	6.8%	10.1%	28.4%	11.0%	43.7%	100.00%

*Estimate

Total Vocational Education Enrollment

Year	Secondary	Adult	Career Education	Grand Total
1978-79	274,234	255,173	287,490	816,897
1979-80	264,811	296,801	412,610	974,222
1980-81	256,312	344,466	412,610	1,013,388
1981-82	252,376	350,263	488,632	1,091,271
1982-83	222,056*(a)	327,335*(a)	507,000*(b)	1,056,391*

*Estimate

State Expenditure For Secondary Vocational Education

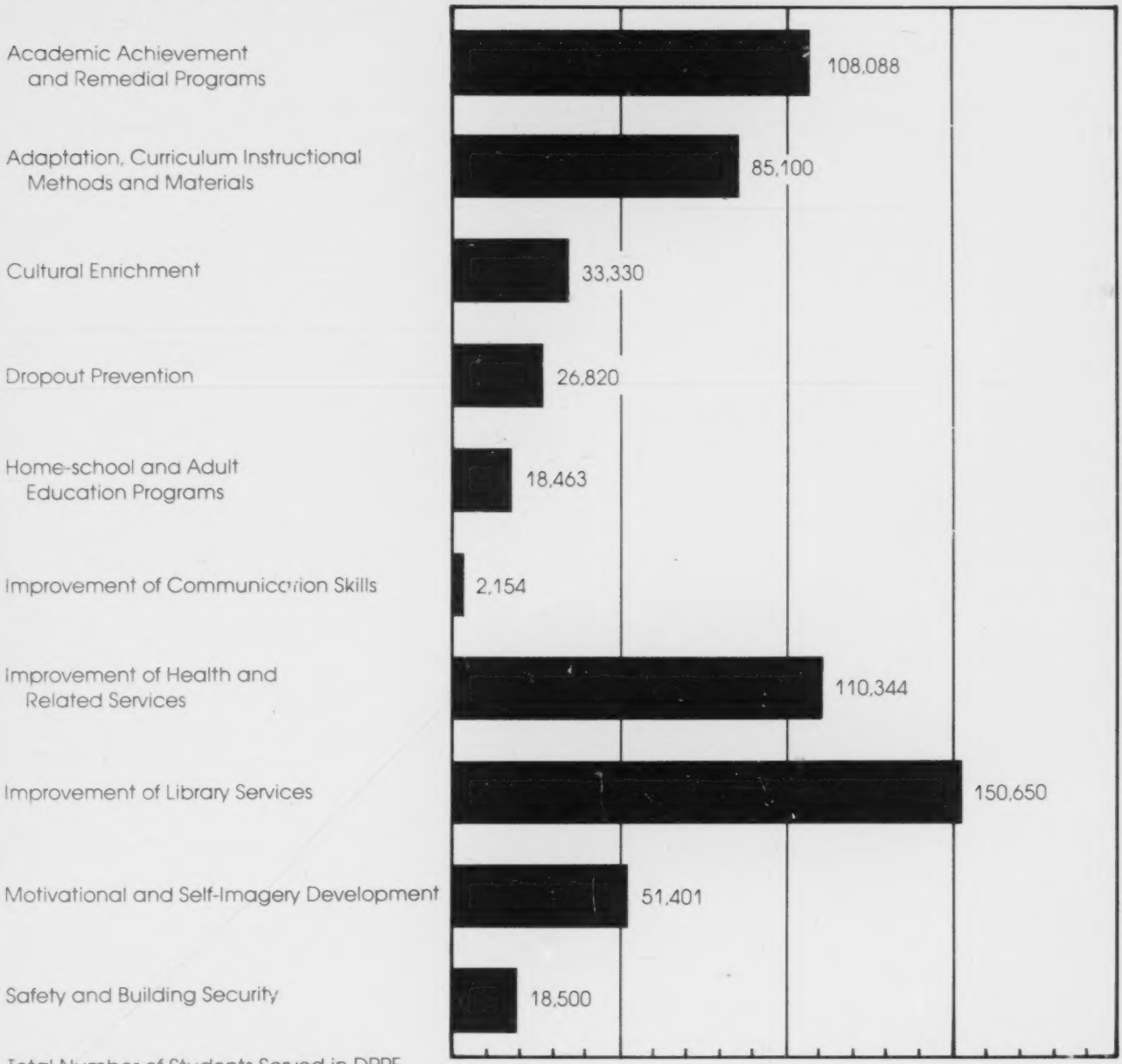
Year	Expenditure
1979	$144,031,561
1980	177,893,000
1981	176,348,000
1982	176,205,000
1983	191,919,948*

*Estimate

(a) FY 83 Summary Opening Enrollment Report By District and Program Level

(b) Karen Shylo, Assistant Director, Career Education

Students Served in DPPF Programs



Total Number of Students Served in DPPF Programs School Year 82-83

604,850

Chapter 1 Programs for Disadvantaged Pupils Percent of Participants by Grades

Year	Participants	% Preschool & Kindergarten	% Grades 1-3	% Grades 4-6	% Grades 7-12
1978	126,216	10	57	29	4
1979	130,266	10	61	25	4
1980	146,155	8	55	31	6
1981	144,629	8	53	32	7
1982	126,374	8	55	30	7
1983	129,941*	8*	55*	30*	7*

*Estimate

Chapter 1 Programs for Disadvantaged Pupils District Participation And Funds Available

Year	Districts Participating	Funds
1978	599	$57,263,893
1979	602	71,843,792
1980	603	84,609,916
1981	602	83,244,360
1982	603	80,281,200
1983	607	82,547,584

Chapter 1 Programs for Migrant Children

Year	Districts Participating	Children	Funds
1978	31	5,078	$1,494,770
1979	28	3,872	1,488,656
1980	29	3,203	1,712,154
1981	26	2,860	1,712,154
1982	27	3,424	1,712,154
1983	27	3,000*	1,455,331

*Estimate

Chapter 1 Programs for Neglected And Delinquent Children In State-Operated Schools

Year	Participants	Funds
1978	1,396	$1,184,262
1979	2,231	1,205,061
1980	1,369	1,370,301
1981	1,340	1,244,552
1982	1,873	1,226,168
1983	1,810*	1,185,066

*Estimate

Adult Basic Education Programs

Year	Programs Funded	Enrollment	Federal Funds	State Funds	Local Funds	Total
1979	120	41,137	$4,271,088	$ 930,000	$723,798	$5,924,886
1980	130	50,056	4,538,219	1,100,000	730,450	6,368,669
1981	130	52,136	4,538,219	1,067,000	810,454	6,415,673
1982	127	55,546	4,538,219	990,000	890,123	6,418,342
1983	125	56,500*	3,899,937	1,100,000	795,000*	5,794,937*

*Estimate

Grants through Public Laws 81-874 and 81-815

Year	P.L. 81-874 Maintenance/Operation	P.L. 81-815 Construction	Major Natural Disasters
1978	$12,132,027	—	—
1979	11,398,667	—	—
1980	11,443,973	—	—
1981	8,965,803	—	—
1982	3,499,877	—	—
1983	3,381,523*	—	—

*Estimate

Funds Administered by the Division of Federal Assistance 1982-83

ESEA Title I	Basic grant to meet educational needs of disadvantaged youth	$82,547,584
	Special grant to meet educational needs of migrant children	1,455,331
	Special grant to meet educational needs of neglected and delinquent children in state-operated schools	1,185,066
Public Laws 81-874	Maintenance and operation of schools in federally affected districts	3,381,523
	Total	$88,569,504

TRANSPORTATION

Pupil Transportation Statistics

Year	Pupils Transported	Annual Miles	Average Cost Per Pupil	Average Cost Per Mile Type I
1977-78	1,385,353	142,074,540	$ 85.34	.77
1978-79	1,367,184	144,376,560	99.19	.87
1979-1980	1,383,402	149,492,700	120.71	1.05
1980-1981	1,384,153	151,617,780	141.82	1.22
1981-1982	1,348,931	151,264,620	150.02	1.26
1982-1983	1,325,127*	1,491,838,120*	157.00*	1.33*

*Estimate

Driver Education

Fiscal Year	Number of Pupils Served	Subsidy
1978	175,000	9,750,000
1979	174,992	8,749,600
1980	170,862	8,543,119
1981	157,718	7,885,900
1982	146,112	7,305,600
1983	142,000*	7,100,000*

*Estimate

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